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ABSTRACT

Impact Aid is a federal formula grant program designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt federal property or that have experienced increased expenditures due to the enrollment of federally connected children. Federally connected children are those whose parents pay minimal or no property taxes and who reside on Indian lands, military bases, low-rent housing properties, or other federal properties, or those who have parents in the uniformed services or employed on eligible federal properties. This booklet provides information on the Impact Aid program. The introduction describes Impact Aid, summarizes the statute (now Title VIII of the Elementary and Secondary Education Act of 1965), and gives a history of appropriations. The chapter on Section 8003 presents the categories of federally connected children; calculations of basic support, learning opportunity threshold, hold-harmless, and children with disabilities payments; eligibility standards for prekindergarten children, children connected with low-rent housing, and children with disabilities; documentation requirements for employment on public lands; formulae for applicants in states that do not collect average daily attendance data; and current expenditures and exclusions. The chapter on Section 8003(f), which addresses additional assistance for heavily impacted school districts, describes the types of districts eligible and the calculation of maximum payments. The chapter on Section 8004, dealing with Indian lands, discusses eligibility requirements. The next two chapters contain sample forms and worksheets. The administrative review process is explained, and names and phone numbers for program staff are given. (TD)

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IMPACT AID PROGRAM
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
U.S. DEPARTMENT OF EDUCATION

RC 021230

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INTRODUCTION

WHAT IS IMPACT AID?

Impact Aid is a Federal formula grant program designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property or that have experienced increased expenditures due to the enrollment of federally connected children. Nearly 98 percent of the $730 million appropriated for FY 1997 is targeted for payment to school districts on the basis of a count of federally connected school children (whose parents pay minimal or no property taxes). Slightly more than two percent is intended to assist school districts that lost significant local assessed value due to the acquisition of property by the Federal Government since 1938.

Although modified numerous times since its inception in 1950, the Impact Aid law (now Title VIII of the Elementary and Secondary Education Act of 1965) continues to provide assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties, or who have parents in the uniformed services or employed on eligible Federal properties.

Most Impact Aid funds are considered general aid to the recipient school districts and may be used by the districts in whatever manner they choose, in accordance with their local and state requirements. Payments are distributed to school districts by wire transfers directly to their bank accounts. While most districts have these funds deposited into their general funds, this is not a requirement of the Impact Aid Program. Districts generally use these funds for current expenditures, but there is no Federal prohibition from using most Impact Aid funds for capital expenditures also.

The information provided in this booklet is intended to assist anyone who wishes to know more about the Impact Aid program. Comments about the contents may be directed to:

Impact Aid Program
U.S. Department of Education
600 Independence Avenue, S.W., Portals 4200
Washington, D.C. 20202-6244
FAX: 202/205-0088

SUMMARY OF STATUTE

KEY PROVISIONS OF TITLE VIII - IMPACT AID

SECTION 8002 Payments Relating to Federal Acquisition of Real Property

A school district (LEA) is generally eligible for section 8002 assistance if the following basic requirements are met: (1) the United States has acquired ownership of real property within the school district since 1938; (2) such property was not acquired by exchange for other Federal property that the Federal Government owned before 1939; (3) the assessed valuation of such property represents 10 percent or more of the total assessed valuation of all real property in the LEA at the time or times of Federal acquisition; and (4) the LEA is not being substantially compensated by increases in revenue from Federal activities with respect to the Federal property. An LEA may base its eligibility on a former district contained within its boundaries.

Hold Harmless Payments

1. For applicants eligible for section 8002 payments for FY 1995, the law now authorizes hold harmless payments of 85% of the amount received under section 2 for FY 1994.

2. Similarly, eligible FY 1996 section 8002 applicants are authorized hold harmless payments of 85% of the amount received under section 8002 for FY 1995.

Maximum payments are based on an LEA's actual, current real property tax rate for current expenditures multiplied by an estimate of the assessed value of the Federal property, based on the highest and best use of adjacent property on the tax rolls as determined by the local tax assessor. When appropriations are insufficient to make all payments in full, payments are ratably reduced from maximum amounts.

SECTION 8003 Payments for Eligible Federally Connected Children

Section 8003 establishes several broad categories of federally connected school children who may generate payments for their school districts. Following are brief descriptions by category:

- Child resides on Federal property with a parent employed on Federal property situated in whole or in part within the boundaries of the school district

- Child resides on Federal property with a parent who is both an accredited official of a foreign government and a foreign military officer

- Child resides on Federal property and has a parent on active duty in the uniformed services of the United States

- Child resides on eligible Indian lands (no employment requirement)

NOTE: Children meeting the requirements of the above four categories were formerly referred to as "a" children

- Child has a parent on active duty in the uniformed services of the United States

- Child has a parent who is both an accredited official of a foreign government and a foreign military officer

- Child resides in eligible low-rent housing

* - Child resides on Federal property

* - Child resides with a parent employed on Federal property

NOTE: Children meeting the requirements of the above five categories were formerly referred to as "b" children

* <u>These children may be counted for eligibility and payment purposes only if</u> the combined average daily attendance (ADA) of such children is 1,000 or more <u>or</u> that number is 10 percent or more of the total number of students in ADA in the district. (Children in these categories were formerly referred to as "civilian b" children)

For purposes of computing payments under section 8003, the statute refers to federally connected average daily attendance (ADA). By definition, the term "average daily attendance" means the aggregate days of attendance in a given reporting period divided by the number of days school was actually in session. Specific examples for determining ADA are cited in 34 CFR Sec. 222.37.

Threshold Eligibility

In order to qualify for section 8003 funding, an LEA must meet one of the following threshold eligibility requirements:

1. The LEA must be serving eligible federally connected children numbering at least 400 in ADA

OR

2. At least three percent of the total number of children in ADA in the district must be such children.

Computation of Payments

The maximum **BASIC SUPPORT PAYMENT** (formerly referred to as full entitlement) is calculated by utilizing weighted student units multiplied by the highest of four local contribution rate options.

Weighted student units are determined by multiplying:

1. The ADA of "uniformed, civilian, and foreign military" children residing on Federal property by a factor of 1.0;

2. The ADA of children residing on Indian lands by a factor of 1.25;

3. The ADA of "uniformed, civilian, and foreign military" children residing on Federal property in an LEA with at least 6,500 such children and a total ADA exceeding 100,000 by a factor of 1.35;

4. The ADA of "uniformed and foreign military" children who do not reside on Federal property and those children who reside in low-rent housing by a factor of .10;

5. The eligible ADA of children who reside on Federal property and those children whose parents are employed on Federal property ("civilian b" children) by a factor of .05.

The sum of all the weighted student units is then multiplied by the local contribution rate to determine the maximum basic support payment for a district.

In those years in which the appropriations are insufficient to fund the full basic support payments for all LEAs, payments are determined by employing the **LEARNING OPPORTUNITY THRESHOLD** (LOT) provision.

To determine the LOT, the basic support payment is multiplied by the total percentage obtained by adding:

1. The percentage of federally connected children for an LEA; and

2. The percentage that the basic support payment represents of the total current expenditures of the LEA.

NOTE: The total LOT percentage may not exceed 100 percent.

If there are insufficient funds available to make all LOT payments at 100 percent, they are ratably reduced to the level allowed by the appropriation.

Hold Harmless Payments

1. Section 8003(e) authorizes hold harmless payments for a maximum of two consecutive fiscal years. Consequently, most section 8003 applicants will not be eligible for hold harmless payments for FY 1997.

2. Those eligible FY 1997 section 8003 applicants that received a LOT payment in FY 1995 could be eligible for a hold harmless payment, as the law allows for a payment that is the greater of either the LOT or the hold harmless payment calculation.

Children with Disabilities

Payments to LEAs for federally connected children with disabilities are calculated separately from the Basic Support Payments because there is a separate appropriation for such children. Funds are distributed on a prorated basis determined by dividing the available funds by the sum of:

1. The number of children with disabilities who reside on Indian lands or who are military dependents or accredited foreign military dependents residing on Federal property multiplied by a factor of 1.0; and

2. The number of children with disabilities who do not reside on Federal property but are military dependents or accredited foreign military dependents multiplied by a factor of 0.5.

The result of the above calculations is the payment per weighted unit for children with disabilities.
Any LEA receiving such funds must use them in accordance with the Individuals with Disabilities Education Act (IDEA).

Heavily Impacted LEAs

Additional funding is provided to LEAs who meet one or more of the following requirements under subsection 8003(f):

- At least 50% of the total student enrollment must be federally connected (including eligible former "civilian b" children) OR at least 40% must be federally connected (excluding such children) AND the LEA must have a tax rate of at least 95% of the average tax rate of comparable LEAs.

- At least 35% of the total student enrollment must be federally connected AND the LEA must have a tax rate of at least 125% of the average tax rate of comparable LEAs.

- The boundaries of the LEA are the same as those of a Federal military installation.

- An increase in current expenditures beyond those of comparable LEAs as a result of unusual geographic factors.

SECTION 8004 Policies and Procedures Relating to Children Residing on Indian Lands

Any LEA that claims children residing on Indian lands for the purpose of receiving funds under section 8003 must establish policies and procedures to ensure that the LEA meets the following requirements to:

1. Give the tribal officials and parents of Indian children an opportunity to comment on whether Indian children participate on an equal basis with non-Indian children in the education program and activities provided by the LEA;

2. Assess the extent to which Indian children participate on an equal basis with non-Indian children served by the LEA;

3. Modify, if necessary, its education program to ensure that Indian children participate on an equal basis with non-Indian children served by the LEA;

4. Disseminate relevant applications, evaluations, program plans, and information related to the education programs of the LEA in sufficient time to allow the tribes and parents of Indian children an opportunity to review the materials and make recommendations on the needs of the Indian children and how the LEA may help those children realize the benefits of the LEA's education programs and activities;

5. Gather information concerning Indian views, including those regarding the frequency, location, and time of meetings;

6. Notify the Indian parents and tribes of the locations and times of meetings;

7. Consult and involve tribal officials and parents of Indian children in the planning and development of the LEA's education programs and activities; and

8. Modify the IPPs, if necessary, based upon an assessment by the tribes and parents of the effectiveness of their input regarding the development and implementation of the IPPs.

Waiver Requirements - For any year in which an LEA has received a written statement from an Indian tribe that the LEA need not comply with the IPP requirements because the tribe is satisfied with the provision of educational services by the LEA to such children, the LEA must provide the written statement with its application in lieu of Indian Policies and Procedures.

Indian Policies and Procedures should be reviewed annually by the LEA to ensure compliance with statutory and regulatory requirements. The Impact Aid Program also determines if the LEA is in compliance by periodically reviewing the LEA's documentation of its IPP compliance activities, which it must be able to demonstrate through records to be maintained by the LEA. In addition, the Impact Aid Program will provide technical assistance to LEAs, parents, and Indian tribes to enable them to carry out the Indian policies and procedures.

However, if an Indian tribe that has children in an LEA believes that the LEA is not complying with the required Indian policies and procedures, it may file a complaint with the Secretary against the LEA. Both the LEA and the Indian community will have an opportunity to participate in a hearing. The Secretary will make a final written determination based on the findings and recommendations of the hearing examiner describing how the complaint will be resolved.

The Secretary is also charged with enforcing IPP compliance through the withholding of funds or other appropriate action. The local educational agency and the Indian community will have an opportunity to express their views prior to any withholding action.

SECTION 8007 Construction

For FY 1997, $5 million was appropriated for this provision. Payments are authorized for capital expenditure assistance to LEAs that receive a basic payment under section 8003 and that:

1. Have children residing on Indian lands equal to at least 50% of the total number of children in ADA in the district in the preceding year;

2. Have children whose parents were on active duty in the uniformed services of the United States equal to at least 50% of the children in ADA in the preceding year;

3. Receive assistance as a heavily impacted LEA under section 8003(f); or

4. Receive assistance for sudden and substantial increases in attendance of military dependents under section 8006.

Payments are based on total weighted counts of all eligible federally connected students in eligible LEAs, except that students attending school in buildings owned by the Department of Education may not be counted for payment purposes. These facilities are located primarily on military installations (section 10 of the former P.L. 81-815).

SECTION 8008 Facilities

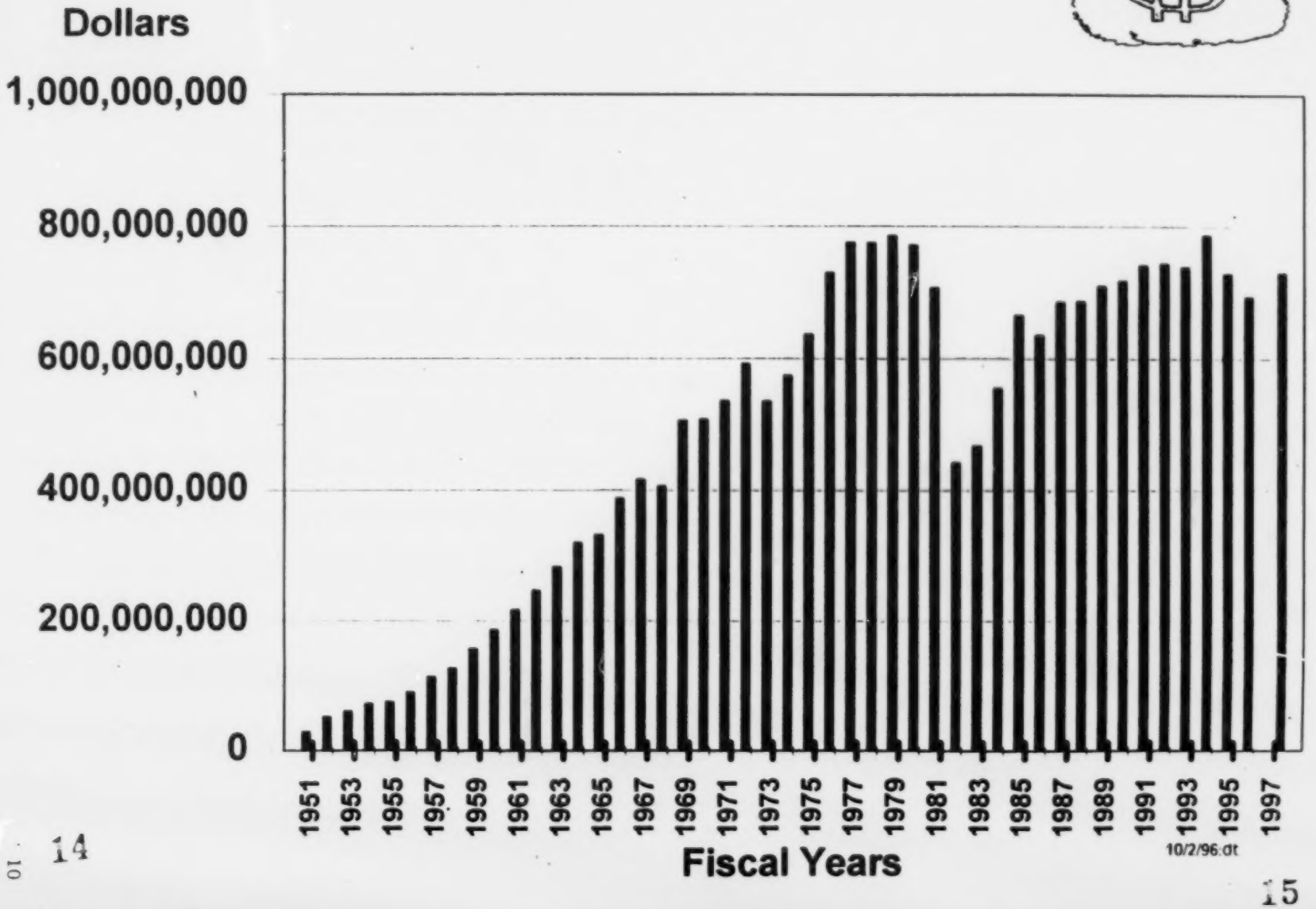
Although no appropriation was provided for FY 1997, this section is authorized to provide assistance for school facilities that were supported under section 10 of P.L. 81-815 and funds appropriated for that section were carried over for use under section 8008.

This section authorizes the Secretary to transfer, as soon as practicable, to the appropriate LEA or another appropriate entity the right, title, and interest of the United States in and to each facility provided for under section 10.

SECTION 8009 State Consideration of Payments in Providing State Aid

This section replaces subsections 5(d)(1) and 5(d)(2) of P.L. 81-874, commonly known as the state equalization provisions. The prohibition of the state use of Impact Aid funds to reduce state aid payments to LEAs unless it has an approved equalization program in effect remains the same. However, only the disparity standard remains as a means of measuring the extent of equalization provided by an SEA. A disparity in revenue or expenditures of no greater than 25 percent between the LEAs within the 5th and 95th percentiles of student population is required. Determinations of eligibility of states to take Impact Aid payments into account in the distribution of state aid are made on the basis of data from the second preceding year.

IMPACT AID PROGRAM APPROPRIATIONS



RECENT
IMPACT AID APPROPRIATIONS

(dollars in thousands)

APPROPRIATION	FY 1995	FY 1996	FY 1997
BASIC SUPPORT PAYMENTS	$631,700	$581,707	$615,500
CHILDREN WITH DISABILITIES	$40,000	$40,000	$40,000
HEAVILY IMPACTED DISTRICTS	$40,000	$50,000	$52,000
FACILITIES MAINTENANCE	$0	$0	$0
CONSTRUCTION	$0	$5,000	$5,000
FEDERAL PROPERTY	$16,300	$16,293	$17,500
TOTAL	$728,000	$693,000	$730,000

SECTION 8003

TITLE VIII – IMPACT AID

SECTION 8003 CATEGORIES OF STUDENTS

§8003(a)(1)	§8003(a)(2)		Description of Category of Students in Average Daily Attendance (ADA)	§8003(d)(1)	
CATEGORY OF STUDENTS IN ADA	WEIGHTED STUDENT UNITS			WEIGHTED DISABILITY UNITS	
CITE	CITE	FACTOR		CITE	FACTOR
(A)(i)	(A)	1.0	The child resides on Federal property. The parent is employed on Federal property located within the LEA.		
	(C)	+0.35	In addition to the requirements of §8003(a)(1)(A)(i), the LEA has Federally-connected ADA described in 8003(a)(1)(A) and (B) greater than 6,500 and has total ADA greater than 100,000.		
(A)(ii)	(A)	1.0	The child resides on Federal property. The parent is an accredited foreign government official and is a foreign military officer.		
			In addition to the requirements of §8003(a)(1)(A)(ii), the child is eligible to receive services under the Individuals with Disabilities Education Act.	(A)	1.0
	(C)	+0.35	In addition to the requirements of §8003(a)(1)(A)(ii), the LEA has Federally-connected ADA described in 8003(a)(1)(A) and (B) greater than 6,500 and has total ADA greater than 100,000.		
(B)	(A)	1.0	The child resides on Federal property. The parent is in the uniformed services of the United States.		
			In addition to the requirements of §8003(a)(1)(B), the child is eligible to receive services under the Individuals with Disabilities Education Act.	(A)	1.0
	(C)	+0.35	In addition to the requirements of §8003(a)(1)(B), the LEA has Federally-connected ADA described in 8003(a)(1)(A) and (B) greater than 6,500 and has total ADA greater than 100,000.		

SECTION 8003 CATEGORIES OF STUDENTS

§8003(a)(1)	§8003(a)(2)		Description of Category of Students in Average Daily Attendance (ADA)	§8003(d)(1)	
CATEGORY OF STUDENTS IN ADA	WEIGHTED STUDENT UNITS			WEIGHTED DISABILITY UNITS	
CITE	CITE	FACTOR		CITE	FACTOR
(C)	(B)	1.25	The child resides on Indian lands.		
			In addition to the requirements of §8003(a)(1)(C), the child is eligible to receive services under the Individuals with Disabilities Education Act.	(A)	1.0
(D)(i)	(D)	0.10	The child does not reside on Federal property. The parent is in the uniformed services of the United States.		
			In addition to the requirements of §8003(a)(1)(D)(i), the child is eligible to receive services under the Individuals with Disabilities Education Act.	(B)	0.50
(D)(ii)	(D)	0.10	The child does not reside on Federal property. The parent is an accredited foreign government official and is a foreign military officer.		
			In addition to the requirements of §8003(a)(1)(D)(ii), the child is eligible to receive services under the Individuals with Disabilities Education Act.	(B)	0.50
(E)	(D)	0.10	The child resides in low-rent housing.		
(F)	(E)	0.05	The child resides on Federal property.		
(G)(i)	(E)	0.05	The parent is employed on Federal property located within the county or within the LEA if the LEA is in more than one county.		
(G)(ii)	(E)	0.05	The parent is employed on Federal property located out of the county but within the State.		

11/07/94

TITLE VIII – IMPACT AID

Calculation of Basic Support Payment Maximum Amounts Under Section 8003(b)(1)(C)

STEP 1			X	STEP 2	=	STEP 3
Total weighted student units determined under 8003(a)(2)			multiplied by	Local Contribution Rate (LCR)	equals	Maximum Amount
WHICH IS THE SUM OF THE PRODUCTS OF:				WHICH IS THE GREATER OF:		
the number of children in ADA by category	X	factors		1. one-half the State average per-pupil expenditure for the third preceding fiscal year 2. one-half the national average per-pupil expenditure for the third preceding fiscal year 3. the comparable LCR computed by the State and approved by IAP or 4. the State average per-pupil expenditure multiplied by the local contribution percentage		
resided on Federal property and parent was employed on Federal property in the school district	multiplied by	1.0				
resided on Federal property and parent was an accredited foreign military official		1.0				
resided on Federal property and parent was in the uniformed services of the United States		1.0				
resided on Indian lands		1.25				
parent was in the uniformed services of the United States		0.10				
parent was an accredited foreign military official		0.10				
resided in low-rent housing		0.10				
resided on Federal property		0.05				
parent was employed on Federal property in county		0.05				
parent was employed on Federal property out of county		0.05				

TITLE VIII – IMPACT AID

Calculation of Learning Opportunity Threshold (LOT) Payments
Section 8003(b)(2)

STEP 1	X	STEP 2						=	STEP 3
Basic Support Payment Maximum Amount determined under section 8003(b)(1)(C)	multiplied by	LOT Percentage (not to exceed 100 percent)						equals	LOT Payment (which may be prorated if insufficient funds are appropriated)
		Percentage of federally connected children			plus	Percentage of budget			
		Federally connected children in ADA	divided by	Total district children in ADA		Basic Support Payment Maximum Amount	divided by	Total current expenditures	

11/17/94

TITLE VIII – IMPACT AID

Calculation of Hold-Harmless Amounts Under Section 8003(e)

<table>
<tr><th>STEP 1</th><th>X</th><th colspan="3">STEP 2</th><th>=</th><th>STEP 3</th></tr>
<tr><td rowspan="5">85%</td><td rowspan="5">multiplied by</td><td colspan="3">The amount received for the preceding fiscal year (FY)</td><td rowspan="5">equals</td><td rowspan="5">Hold-Harmless Amount

(which may be prorated if insufficient funds are appropriated)</td></tr>
<tr><td colspan="2">ELIGIBLE APPLICANTS
LEAs that have eligible federally-connected children in ADA numbering at least 400 or 3% of the total ADA of the school district</td><td>INELIGIBLE APPLICANTS
LEAs that do not meet the 400 or 3% requirements</td></tr>
<tr><td>FY 1995</td><td>FYs 1996-1999</td><td>FY 1995 only</td></tr>
<tr><td>the FY 1994 section 3(a) payment
plus
the FY 1994 section 3(b) payment
plus
the FY 1994 section 3(e) payment</td><td>the preceding FY section 8003(b) payment</td><td>the FY 1994 section 3 payment</td></tr>
<tr><td colspan="3">This shall apply to any one LEA for a maximum of two consecutive fiscal years.</td></tr>
</table>

11/21/94

TITLE VIII – IMPACT AID

Calculation of Children With Disabilities (CWD) Payments Under Section 8003(d)

STEP 1			X	STEP 2			=	STEP 3
CWD Pro Rata Share			multiplied by	Total weighted CWD units for the applicant determined under 8003(d)(1)			equals	CWD Payment
WHICH IS:				WHICH IS THE SUM OF THE PRODUCTS OF:				
the amount appropriated for CWD under section 8014(c) for the fiscal year	divided by	the grand total of weighted CWD units of all eligible applicants		the number of children in ADA by category	X	factors		
				resided on Federal property and parent was an accredited foreign military official	multiplied by	1.0		
				resided on Federal property and parent was in the uniformed services of the United States		1.0		
				resided on Indian lands		1.0		
				parent was in the uniformed services of the United States		0.5		
				parent was an accredited foreign military official		0.5		

11/21/94

USE OF PRIOR YEAR DATA

FOR FY 1998

Impact Aid Program
Section 8003

Step (1)

Application filed by January 31, 1997
Or extended deadline
Application Number: 42-NY-98-E-XXXX

Step (2)

Basis for Payment
Data from 96-97 School Year
(Survey Fall of 1996)

Step (3)

Payment will be made in Fall of 1997
Based on Congressional Appropriation
in Fall of 1997

PRE-KINDERGARTEN AND IMPACT AID ELIGIBILITY STANDARDS

Title VIII - Impact Aid provides funds for all preschool-aged eligible federally connected children as long as they are being provided a free public education, regardless of whether it is part of the elementary or secondary education program in the State. One of the key elements in assessing whether preschool children are eligible to be claimed for Impact Aid will be a determination that the education is provided at public expense. In other words, there cannot be a tuition charge to the parents or child. Further, Federal funds other than Impact Aid (such as Head Start), must not provide a substantial portion of the educational program.

Statutory Definition

"Free public education" means elementary or secondary education under State law, that is provided at public expense, under public supervision and direction, and without tuition charge, except that, notwithstanding State law, preschool education is included and education provided beyond grade 12 is excluded.

Regulations (Excerpts) for Determining Section 8003 Eligibility

34 CFR §222.31 *To which local educational agencies does the Secretary make basic support payments under section 8003(b) of the Act?*

The Secretary makes payments to a local educational agency (LEA) with an otherwise approvable application for children claimed under section 8003 of the Act, if:
(a) The LEA meets the requirements in subparts A and C of these (impact Aid) regulations; and
(b)(1) The LEA is responsible under applicable State or Federal law for providing a free public education (as defined in §222.30) to those children;
(2) The LEA is providing a free public education to those children; and
(3) The State provides funds for the education of those children on the same basis as all other public school children in the State, unless permitted otherwise under section 8009) of the Act.

34 CFR §222.30 *What is "free public education"?*

(1) **A free public education means education that is provided -**
(i) At public expense;
(ii)(A) As the complete elementary or secondary educational program under State law through Grade 12; and
(B) Preschool education, whether or not included as elementary education by State law;
(iii) In a school of the LEA or under a tuition arrangement with another LEA or other educational entity; and
(iv) Under public supervision and direction, except with respect to children with disabilities.
(2) **For the purpose of paragraph (1)(i) of this section, education is provided at public expense if -**
(i) There is no tuition charge to the child or the child's parents; and
(ii) Federal funds, other than Impact Aid, do not provide a substantial portion of the educational program.

APPLICANTS CLAIMING CHILDREN CONNECTED WITH LOW RENT HOUSING

Applicants claiming students who reside in or whose parents are employed on LOW RENT HOUSING should take special care to ensure that the students claimed are eligible. Low rent properties that are eligible fall into two categories: (1) low rent housing property that is part of a low rent housing project assisted under the U.S. Housing Act of 1937 AND is tax exempt by action of the Federal Government; and (2) low rent housing property that is part of a low rent housing project assisted under section 516 of the Housing Act of 1949, or Part B of title III of the Economic Opportunity Act of 1964, and that is tax exempt for any reason. See the definition of "Federal property" in section 8013 of Title VIII.

Beginning with fiscal year (FY) 1989 applications, children residing in or whose parents are employed on most low rent housing receiving Federal assistance under section 8 of the U.S. Housing Act of 1937 are NOT eligible as federally connected children for the purpose of payments under section 3 (or section 8003) of the Impact Aid law. This is because section 8 property generally is not tax-exempt as the result of Federal action. See Program Memorandum #89-3, dated October 16, 1988.

It is the applicant's responsibility to ascertain the tax status of each property claimed as LOW RENT HOUSING. The local housing authority office can provide assistance in determining those properties that are eligible. If the local housing authority is unable to assist in determining the tax status, the Impact Aid Program will provide assistance where possible.

APPLICANTS CLAIMING FEDERALLY CONNECTED CHILDREN WITH DISABILITIES

The Impact Aid Program will verify local educational agency (LEA) compliance with the expenditure requirements for increased funds received by LEAs for children with disabilities under section 8003 of Title VIII, 34 C.F.R. Part 222, Subpart D, and Program Memorandum #89-2, dated September 19, 1988. All applicants claiming federally connected children with disabilities should be prepared to respond to requests for data on children in programs for children with disabilities and for financial data concerning the sources and amounts of special education revenues.

Specifically, LEAs claiming children with disabilities (i.e., LEAs claiming children under Tables 1 and 2 the application) should be prepared to provide the following data:

- Number of federally connected children with disabilities with individualized education plans in effect on the Impact Aid survey date, enrolled in State approved special education prog the current year.
- Total number of children with disabilities (federally connected and non-federally connected), for the prior year.
- Total current expenditures for all children with disabilities (including federally connected and non-federally connected), for the prior year.
- Total general State aid for ALL students, including children with disabilities, for prior year.
- Total special education State aid for all children with disabilities (federally connected and non-federally connected) for the prior year.
- Total Federal funds received under the Individuals with Disabilities Education Act (IDEA), for the prior year.

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DOCUMENTATION REQUIRED FOR EMPLOYMENT ON PUBLIC LANDS

The following are examples of eligible public lands:

MINES AND MINING CLAIMS ON FEDERAL LAND
BUREAU OF LAND MANAGEMENT (BLM) LAND
PUBLIC DOMAIN LAND
TAYLOR GRAZING
OIL AND GAS LEASES
LOGGING, RANCHING AND FARMING

When claiming the above properties, an applicant must submit the following documentation:

1. The name of the Federal property (e.g., BLM or National Forest Service Lands);

2. A copy of the Official Lease document or Permit Number issued by the Federal Agency owning the land which gives the employer or a person the right to use, operate or work on the Federal property;

3. The employer's name, address and telephone number; and

4. The number of students connected with each property.

NOTE: In addition to submitting the above documentation, the following verifications are required:

5. A parent not employed by the Federal Government must certify that between July 1 and the survey date he/she spent more than 50% of his/her WORKING time on the Federal property whether for an employer or self-employed.

6. A parent claimed as working on a Federal property by virtue of his/her employer having a lease or permit is eligible to be claimed only if the parent REPORTS TO WORK on the Federal property.

ADA - STATE AGREEMENTS AS OF 1/20/93

For Use by Applicants in States Which No Longer Require the Collection of Average Daily Attendance

ALASKA	.92950	MICHIGAN	.92000
ARIZONA	.93751	NEW MEXICO	.90000
COLORADO	.92965	OHIO	.92399
CONNECTICUT	.95729	SO. CAROLINA	.94165
FLORIDA	.93000	UTAH	.94240
GEORGIA	.92906	WASHINGTON	.93700
MAINE	.93865	WEST VIRGINIA	.92366

OR:

A. An LEA may collect and submit attendance data based on sampling during the prior fiscal year. The sampling must include attendance data for all children for at least 30 school days. The data must be collected during at least three periods evenly distributed throughout the school year. Each collection period must consist of at least five consecutive school days. The Secretary uses these data to calculate the ADA of the LEA's federally connected children by --

(i) Determining the ADA of all children in the sample;
(ii) Dividing the figure obtained in (i) by the LEA's total membership for the prior fiscal year; and
(iii) Multiplying the figure determined in (ii) by the LEA's total membership of federally connected children for the current fiscal year.

B. If an LEA is in a State that distributes State aid for education based on data similar to attendance data, the SEA may request that the Secretary use those data to calculate the ADA of the LEA's federally connected children. The Secretary determines whether those data are, in effect, equivalent to attendance data and, if so, allows use of the requested data and determines the method by which the ADA of the LEA's federally connected children will be calculated.

CURRENT EXPENDITURES

- ADMINISTRATION
- ATTENDANCE
- DEFICITS FOR FOOD SERVICE AND STUDENT BODY ACTIVITIES
- FIXED CHARGES
- HEALTH SERVICES
- INSTRUCTION
- OPERATION AND MAINTENANCE OF PLANT
- PUPIL TRANSPORTATION
- TUITION FOR RESIDENT PUPILS

CURRENT EXPENDITURE EXCLUSIONS

- ADULT EDUCATION
- CAPITAL OUTLAY
- COMMUNITY SERVICES
- DEBT SERVICES
- FUNDS GRANTED UNDER PART "A" OF "TITLE I " AND "TITLE VI" OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
- EXPENDITURES MADE FROM NON-RESIDENT TUITION

SECTION 8003(f)

TITLE VIII – IMPACT AID

Types of Districts Eligible to be Considered for Additional Assistance for Heavily Impacted LEAs under Section 8003(f)

GROUP 1

a) Civilian "b's" are eligible. Eligible federally connected children are at least 50 percent of total number of children. Tax effort of applicant is equal to or greater than 95 percent of the average of comparable districts.

b) Civilian "b's" are <u>not</u> eligible. Eligible federally connected children are at least 40 percent of total number of children. Tax effort of applicant is at least 95 percent of the average of comparable districts.

GROUP 2

Eligible federally connected children are at least 35 percent of total children. Tax effort of applicant is at least 125 percent of the average of comparable districts.

GROUP 3

Boundaries of the district are the same as those of a Federal military installation (coterminous).

GROUP 4

Unusual geographical factors in the applicant district have increased the current expenditures for a level of education equivalent to that of its comparable districts beyond the expenditure level of the comparable districts.

11/06/96

TITLE VIII -- IMPACT AID

Calculation of Maximum Payments for FY 1997 for Heavily Impacted LEAs in Group 1 Under Section 8003(f)

STEP 1	X	STEP 2	-	STEP 3	X	STEP 4	-	STEP 5	=	STEP 6
Either-- a) State average per pupil expenditure b) Average per pupil expenditure of generally comparable districts or c) Average per pupil expenditure of three comparable districts	multiplied by	Average daily attendance of all students in LEA	minus	All funds available to LEA for current expenditures for FY 1995 except funds provided by another Federal agency that are used for capital expenses	multiplied by	100% or if applicant's tax rate is at least 95% but less than 100%, the percent that the tax rate of the applicant is of the average of comparable districts or the state average	minus	Payments to the applicant under sections 8003(b) and 8003(d)	equals	Maximum Payment

Expenditure data in step 1 are from FY 1995, adjusted by the difference between those data from FY 1993 to FY 1995.

Section 8003(f)(2)(B)
Unusual Geographical Factors

Additional payments for districts with unusual geographical factors are calculated by increasing their local contribution rates rather than under the formula shown above.

Section 8003(f)(5)
Reduction in payments

The payments to heavily impacted districts shall be ratably reduced if the level of appropriation for heavily impacted districts is too low to pay the full amounts.

11/07/96

TITLE VIII -- IMPACT AID

Calculation of Maximum Payments for FY 1997 for Heavily Impacted LEAs in Groups 2 and 3 Under Section 8003(f)

STEP 1	X	STEP 2	X	STEP 3	-	STEP 4	=	STEP 5
National average per pupil expenditure	multiplied by	.70 (except that the result cannot exceed 125 percent of the average per pupil expenditure in the applicant's State)	multiplied by	Average daily attendance of federally connected students who live on Federal property: 1) with a parent employed on Federal property in the school district; 2) and have a parent who is a foreign government official and a foreign military officer; or 3) and have a parent who is on active duty in the uniformed services of the United States	minus	Payments to the applicant under sections 8003(b) and 8003(d)	equals	Maximum Payment

Expenditure data in step 1 are from FY 1995, adjusted by the difference between those data from FY 1993 to FY 1995. Payments for heavily impacted districts are ratably reduced if the level of appropriations for heavily impacted LEAs is too low to pay the full amounts.

11/07/96

SECTION 8004

APPLICANTS CLAIMING CHILDREN CONNECTED WITH INDIAN LANDS AND LOW RENT HOUSING PROPERTY LOCATED ON INDIAN LANDS

Applicants claiming students who reside on, or whose parents are employed on, Indian lands property must ensure that the property is eligible. Children residing on eligible Indian lands, under the definition of "Federal property" in section 8013(5) of the ESEA, generate additional weighted student units under section 8003. For specific information, please refer to the February 10, 1992 Memorandum distributed to all SEAs and LEAs or contact the Impact Aid Office at 202-260-2403.

The following property is eligible as Indian lands under the Impact Aid law and regulations:

(1) real property that is tax-exempt due to Federal law, agreement, or policy, AND that is held in trust by the United States for individual Indians or Indian tribes ("trust" property);

(2) real property that is tax-exempt due to Federal law, agreement, or policy, AND that is held by individual Indians or Indian tribes subject to restrictions on alienation imposed by the United States ("restricted" property); and

FOR ALASKA ONLY

(3) real property that is exempt from State or local real estate taxation, AND that was conveyed under the Alaska Native Claims Settlement Act (ANCSA) to a Native individual, Native group, corporation organized under section 1613(h)(3) of ANCSA, or village or Regional Corporation, as those terms are defined in ANCSA ("ANCSA" property).

See section 8013(7) of the ESEA. In addition, otherwise eligible low rent housing located on property qualifying under one of the above definitions is eligible as Indian lands, rather than as regular low rent housing. See section 8013(10) of the ESEA.

All districts claiming children residing on Indian lands must submit, with their application, a set of Indian policies and procedures (IPPs) or statements from officials of the local tribe that the school district is providing satisfactory educational services to the children residing on Indian lands. The IPPs must be developed jointly with tribal groups and parents of Indian children residing on Indian lands. In addition, the IPPs should address each minimum standard specified in Section 8004 of Title VIII.

SAMPLE

INDIAN LANDS PROPERTY CLAIMED ON TABLE 1, 3, OR 5 OF TITLE VIII APPLICATION – Fiscal Year 1998 (School Year 1996–97)
(non–Alaska Applicants)

APPLICANT NUMBER: **APPLICANT NAME:** **SURVEY DATE:**

Location of Property Claimed as Title VIII Indian lands on Table 1, 3, or 5 of Application						Indian lands status (trust or restricted property only)	Taxable (yes or no) (for leased, restricted property only)	Children claimed on Table 1 or 3 as residing on Indian lands, or on Table 5 as residing with a parent employed on Indian lands			
Name of Reservation or other locator	Parent's Name	Check R or E *		Specific Street Address	Legal Description (e.g., section, township, range, lot) or Tract Number			Name of child	Date of Birth	Grade level	Table Claimed on (1, 3 or 5)
(1)	(2)	(3)		(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)

* Check R if parent in Column (2) RESIDED on the property identified in Column (4) or (5); check E if parent in Column (2) was EMPLOYED on the property identified in Column (4) or (5).

Continued Next Page

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SAMPLE

INDIAN LANDS PROPERTY CLAIMED ON TABLE 1, 3, OR 5 OF TITLE VIII APPLICATION – Fiscal Year 1998 (School Year 1996–97)
(non–Alaska Applicants)

CERTIFICATION OF ELIGIBILITY OF INDIAN LANDS:

I hereby certify that each parcel indicated as being "trust" or "restricted" in Column (6) is either (1) owned by the United States and held in trust for an individual Indian or Indian tribe; or (2) held by an individual Indian or Indian tribe subject to restrictions on alienation imposed by the United States.

Signature and Title, BIA Official	Telephone Number	Date

I hereby certify that each parcel of leased, restricted property listed in Column (7) as being NOT TAXABLE is exempt from State and local real property taxes for elementary and secondary school current expenditure purposes and that the exemption is due to FEDERAL law, agreement or policy.

Signature and Title, Tax Assessor	Telephone Number	Date

CERTIFICATION OF PARENT/CHILD ELIGIBILITY:

I hereby certify that the information shown under Column (3) is correct for the person listed in Column (2) on the survey date.

Signature and Title, Tribal Official	Telephone Number	Date

I hereby certify that the students listed in Column (8) were enrolled in this school system on the survey date.

Signature and Title, School District Official	Telephone Number	Date

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WORKSHEET FOR REVIEW OF IMPACT AID PROGRAM
INDIAN POLICIES AND PROCEDURES
TITLE VIII, SECTION 8004

APPLICANT NAME: APPLICANT NUMBER:

POLICY/PROCEDURE STANDARDS	ACCEPTABLE	NOT ACCEPTABLE	COMMENTS
1. Give tribal officials and parents of Indian children an opportunity to comment on whether Indian children participate on an equal basis with non-Indian children in the education programs and activities provided by the LEA.			
2. Assess the extent to which Indian children participate on an equal basis with non-Indian children served by the LEA.			
3. Recommend, if necessary, ways the LEA can modify its education program to ensure that Indian children participate on an equal basis with non-Indian children served by the LEA.			
4. Disseminate relevant applications, evaluations, program plans and informaton related to the education programs of the LEA in a timely manner. Allow the tribes and parents of Indian children an opportunity to review the materials; and make recommendations on the needs of the Indian children and the ways the school district can help Indian children realize the benefits of the LEA's education programs and activities.			
5. Gather information concerning the Indian community views on education issues, including the frequency, location, and time of meetings.			
6. Notify the Indian parents and tribes of the locations and times of meetings.			
7. Consult and involve tribal officials and parents of Indian children in the planning and development of the LEA's education programs and activities.			
8. Modify the IPPs if necessary, based upon input from the tribes and/or parents described in paragraph (b).			

REVIEWER: _____ DATE: _____ CONCUR: _____ DATE: _____

November, 1995

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SURVEY FORMS

AND

SOURCE CHECKS

SURVEY FORM/SOURCE CHECK DEFINITIONS

1. How does an LEA determine the number of federally connected children?

An applicant counts the membership of its federally connected children by using one or both of the following methods:

(a) PARENT - PUPIL SURVEY. An applicant may conduct a parent-pupil survey to count the membership of its federally connected children, which must be counted as of the survey date.

(1) The applicant shall conduct a parent-pupil survey by providing a form to a parent of each pupil enrolled in the LEA to substantiate the pupil's place of residence and the parent's place of employment. A parent-pupil survey form must include the following:

(i) Pupil enrollment information (this information may also be obtained from school records) including:

(A) Name of pupil;

(B) Date of birth of the pupil; and

(C) Name of public school and grade of the pupil.

(ii) Pupil residence and parent employment information, including:

(A) Address of the pupil's residence (or other location information for that residence, such as legal description), including the name of the Federal facility if the pupil's residence is on Federal property; and

(B) Name (as it appears on the employer's payroll record) of the parent (mother, father, legal guardian or other person standing in *loco parentis*) who is employed on Federal property and with whom the pupil resides (unless the parent is a member of the uniformed services on active duty);

(C) Name and address of the Federal property on which the parent is employed (or other location information, such as legal description), unless the parent is a member of the uniformed services on active duty;

(D) If the parent is a member of the uniformed services on active duty, the name, rank, and branch of service of that parent;

(E) If the parent is a civilian employed on a Federal vessel, the name of the vessel, hull number, and name of the controlling agency;

(F) The signature of the parent supplying the information and the date of such signature; and

(G) The name of the parent's employer and the employer's address (or other location information, such as legal description), unless a parent is a member of the uniformed services on active duty.

(2) An LEA may accept a parent-pupil survey form, or a parent-pupil survey form that is signed by a person other than a parent, only under unusual circumstances. In those instances, the parent-pupil survey form must show why the parent did not sign the survey form, and when, how, and from whom the residence and employment information was obtained.

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(b) SOURCE CHECK

(1) An applicant may count the membership of its federally connected children by using a source check to substantiate a pupil's place of residence or parent's place of employment on the survey date.

(2) A source check is a form provided -

(i) To a parent's employer, on which the employer certifies as to the place of employment of a parent of a pupil claimed;

(ii) To a housing official, on which the official certifies as to the residence of each pupil claimed; or

(iii) To a tribal official, on which the official certifies as to the residence of each pupil claimed residing on Indian lands over which that tribal official has jurisdiction.

2. What is the meaning of the term *Parent employed on Federal property*?

(1) The term means the following:

(i) An employee of the Federal Government who reports to work on, or whose place of work is located on, Federal property.

(ii) A person not employed by the Federal Government but who spends more than 50 percent of his or her working time on Federal property (whether as an employee or self-employed) when engaged in farming, grazing, lumbering, mining, or other operations that are authorized by the Federal Government, through a lease or other arrangement, to be carried out entirely or partly on Federal property.

(iii) A proportion, to be determined by the Secretary, based on persons working on commingled Federal and non-Federal properties other than those persons covered under paragraph (1)(ii) of this definition.

(2) The term does not include a person who reports to work at a work station not on Federal property but spends more than 50 percent of his working time on Federal property providing services to operations or activities authorized to be carried out on Federal property.

Source: 34 CFR Part 222 (September 29, 1995)

SAMPLE FORMAT IMPACT AID PROGRAM SURVEY FORM *

_____ SCHOOL DISTRICT

1996 – 1997 School Year

DATE OF SURVEY: (e.g. 10/28/96) _____

A. PUPIL DATA

1. Name of Pupil: _____
   Last, First, Middle Birthdate Age
2. Name of school enrolled in as of survey date (e.g. 10/28/96): _____ Grade _____
3. Pupil's address on the survey date (e.g. 10/28/96): _____
   Street/R.F.D. City State

   Is this on Federal property? Yes ____ No ____
   If yes, give name and address of Federal property: _____
   Name Address

B. EMPLOYMENT DATA (CIVILIAN EMPLOYEES ONLY)

1. Was either parent/guardian with whom pupil resides employed on Federal property or did he/she report to work on Federal property on the survey date (e.g. 10/28/96)?

   Yes ____ No ____

   Is the Federal property located in whole or in part within the school district boundaries?

   Yes ____ No ____

   If yes, give name and address of Federal property: _____
   Name Address
2. Name of employed parent/guardian as it appears on the payroll: _____
3. Name and address of employer*: _____
   Name Address

*If employee worked for a contractor, then must verify that employee reported to work on Federal property.

C. EMPLOYMENT DATA (UNIFORMED SERVICES ONLY)

1. Was either parent/guardian on active duty in the Uniformed Services on the survey date (e.g. 10/28/96)?

   Yes ____ No ____

   If yes, give name, rank and branch of service:

   Name: _____ Rank: _____ Branch of Service: _____

D. EMPLOYMENT DATA (ACCREDITED FOREIGN MILITARY)

1. Was either parent/guardian both an accredited foreign government offical and a foreign military officer on the survey date (e.g. 10/28/96) ?

   Yes ____ No ____

   If yes, give name, rank and branch of service:

   Name: _____ Rank: _____ Branch of Service: _____

Also give name of Foreign Government _____

E. I CERTIFY THAT THE ABOVE INFORMATION IS CORRECT

➡ _____ ➡ _____

Parent/guardian signature **Date of Signature**

IF APPLICABLE TO YOUR SCHOOL DISTRICT:

F. MINING – GRAZING – FARMING – LUMBERING

Did parent/guardian spend 50% or more of the days worked between the beginning of the school fiscal year (e.g. 7/1/96) and the survey date (e.g. 10/28/96) mining, grazing, farming or lumbering on Federal property?

Yes ____ No ____

IF YES: give name and address (include Section, Township and Range) of the Federal property on which parent/guardian worked while engaged in mining, grazing, farming or lumbering between the beginning of the school fiscal year (e.g. 7/1/96) and the survey date: _____
Name Address

Name and address of employer between the beginning of the school fiscal year (e.g. 7/1/96) and the survey date (e.g. 10/28/96)*: _____
Name Address

*If self–employed, so state.

Occupation of parent/guardian employed on Federal property: _____

➡ _____ ➡ _____

Parent/guardian signature Date of Signature

* This information is the basis for payment to the school district of federal funds under the Impact Aid Program (Title VIII of the Elementary and Secondary Education Act), and will be provided to the United States Department of Education for that purpose.

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IMPACT AID PROGRAM SOURCE CHECK FORM

SAMPLE FORMAT

FEDERAL PROPERTY:_____ _____
Address

SURVEY DATE:_____ **19**_____

(1)	(2)	(3)	(4)		(5)		(6)	(7)	(8)
Parent/Guardian's Name	Parent/Guardian's Address	Branch of Service (including rank, if applicable) / Foreign Military Government	Parent/Guardian in Column (1) Lived on Above Property as of survey date		Parent/Guardian in Column (1) Worked on Above Property as of survey date		Name of Pupil Living with Parent/Guardian in Column (1)	Pupil's Date of Birth	Pupil's Grade
			YES	NO	YES	NO			

This is to certify that the information shown under Columns (4) and (5) of the foregoing sheet(s) is correct for the person listed under Column (1) on the survey date.

Signature Date

Title Agency

This is to certify that the students listed under Column (6) of the foregoing sheet(s) were enrolled in this school system on the survey date.

Signature Date

Title School District

This information is the basis for payment to the school district of federal funds under the Impact Aid Program (Title VIII of the Elementary and Secondary Education Act), and will be provided to the United States Department of Education for that purpose.

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IMPACT AID PROGRAM SOURCE CHECK FORM

INSTRUCTIONS

This sample form can be used by an LEA as an option for the "parent-pupil survey form" to obtain certifications from the various employers and appropriate housing officials as to the employment of the parents of the pupils claimed and/or the residence of such pupils on the survey date. There MUST be a "source check form" for each Federal property. School officials complete columns 1, 2, 6, 7 and 8. The certifying official completes column 3, if applicable, and column 4 and/or 5, depending on whether the parent resides on or works on the particular Federal property, or both. If the parent is a member of the uniformed services on active duty, the name, rank, and branch of service of such parent must be included. If the parent is both an accredited foreign government official and a foreign military officer indicate the name of the foreign government and the military branch and rank. The Federal survey date MUST appear on the form when it is presented to the certifying official. This date must be the same as the pre-printed date on the parent-pupil survey form when both forms are used to survey the student body.

APPLICATIONS

APPLICATION REMINDERS
AND
ITEMS OF SPECIAL INTEREST

1. Filing date for Title VIII - Impact Aid

The final date for filing an application for FY 1997 section 8002 or FY 1998 section 8003 funding is January 31, 1997. However, the Secretary may accept an application received up to **sixty days** after the deadline. In such an instance, the payment shall be reduced by **10 percent** of the amount that would otherwise have been paid. The Secretary shall not accept or approve any application submitted more than sixty days after the application deadline.

NOTE: An application is timely filed when it is received by the Department on or before the applicable filing date, or if it bears a U.S. Postal Service postmark dated on or before the filing date. It is recommended that registered mail be used by applicants who mail their applications on or very close to the filing date in order to verify the postmark date. Please do not send applications by fax machine.

2. Filing procedures

The applicant is required to submit an original and one copy of the completed application directly to the U.S. Department of Education on or before the final filing date. At the same time, the applicant must transmit a copy of the application to the State Educational Agency (SEA), using the "SEA Transmittal Form" contained in the application package.

If the SEA wishes to comment on the application, it must notify the Secretary by February 15, 1997. When an SEA has concerns with an application, payments will not be processed until the concerns are resolved.

3. Assurances and Certifications

The LEA official whose signature appears on the cover page of the application must be authorized to sign the application, and thereby commit the applicant to these assurances and certifications.

The cover page of the application, the Assurances, and the Certifications must each have an original signature. No grant may be awarded unless the application form is properly completed and executed.

APPLICATION REMINDERS AND ITEMS OF SPECIAL INTEREST

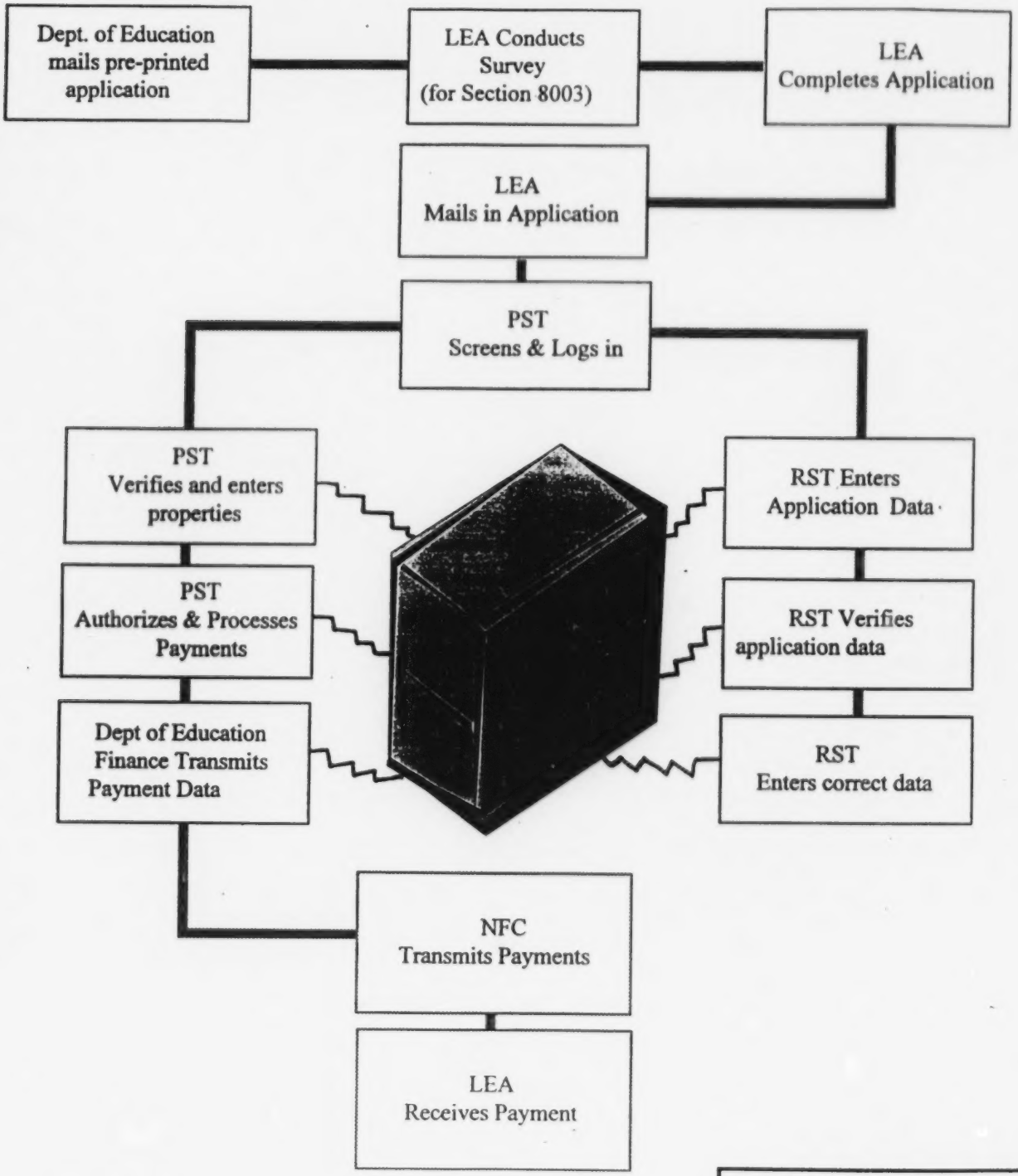
4. Indian Policies and Procedures

Local educational agencies (LEAs) that claim children residing on Indian lands must submit written policies and procedures each year with their applications stating how the LEA will involve tribal officials and parents of Indian children in the programs of the school district. The Indian policies and procedures (IPP) must be developed in consultation with tribal officials and parents of Indian children. LEAs that submit written statements from each tribal representative or its designee that the educational services provided by the LEA are satisfactory do not have to submit or implement Indian Policies and Procedures. The written statement(s) must be attached to the LEA annual application.

SUMMARY

- Applications must be filed annually
- This year's applications should be filed no later than January 31, 1997, original and one copy
- One copy (with the SEA transmittal form) should be sent to the State Education Agency
- If applications are up to 60 days late, the amount of money due the school is reduced by 10%
- If you are mailing close to the deadline, send the application by registered mail or secure a postmarked date
- If the application is more than 60 days late, no payment is made
- Signatures must be originals and the person must be authorized to sign by the school district
- Make sure all Assurances and Certifications are complete, signed, and submitted as part of the application

THE APPLICATION / PAYMENT PROCESS


Dept. of Education mails pre-printed application
LEA Conducts Survey (for Section 8003)
LEA Completes Application
LEA Mails in Application
PST Screens & Logs in
PST Verifies and enters properties
PST Authorizes & Processes Payments
Dept of Education Finance Transmits Payment Data
RST Enters Application Data
RST Verifies application data
RST Enters correct data
NFC Transmits Payments
LEA Receives Payment
KEY
LEA - Local Educational Agency
NFC - National Finance Center
PST - Program Service Team
RST - Regional Service Team

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ADMINISTRATIVE REVIEW

SECTION 8003

ADMINISTRATIVE REVIEWS

In order to maintain program integrity, it is necessary to conduct priority reviews of applicants for funding purposes. Administrative reviews entail the verification of pertinent data submitted in the annual application. Due to the volume of applicants it is impossible to review each applicant every year.

Therefore, the applications have been prioritized for review in the following manner:

PRIORITY I - Site visits and/or mail-in reviews.

Section 8003(f) - Review of both pupil and fiscal data (every year)

Section 8003
- Annual payment exceeds $750,000 (every other year)
- All new/non-continuing applicants (prior to payment)
- Borderline eligibility of 3% or 400 (prior to payment)
- Borderline civilian 'b' eligibility of 10% or 1,000 (prior to payment)
- Applicants requesting a review (as requested)

Section 8002 - All new applicants (prior to payment)

PRIORITY II - Site visits and/or mail-in reviews

Section 8003 - Applicants receiving $200,000 to $749,999 (periodic basis)

MAIL-IN ONLY

Mail-in reviews will be conducted on a periodic basis for those LEAs with fewer than 300 federally-connected pupils, or for those LEAs using a source check in lieu of survey forms.

Appl. No. _____

This is to confirm an on-site visit arranged by telephone for _____ at _____ to review your P.L. Title VIII Section 8003 claim in your application for FY _____. The Federal fiscal year (FY) corresponds with school year _____. It is not always possible for me to keep to my planned schedule, however you will always be notified of any changes. PLEASE prepare material for the review by carefully following the suggestions in this letter.

The survey forms are the essence of the review. Your application claims children whose parents work and/or live on eligible Federal property. The review is intended to validate each survey form as clearly supporting the claim of employment or residence on Federal property. Consequently, each survey form must CLEARLY indicate the name and address of the Federal property claimed. It is the responsibility of the school district to gather corroborating evidence which will definitely identify the Federal property should the survey form be incomplete.

PREPARING FOR THE REVIEW.

1. Parent/pupil survey forms.

   a. Group the survey forms by Table (Tables 1 - 5) as they were listed in your application.

   b. Within each Table, further group the survey forms by property claimed.

   c. Alphabetize all forms in each property group (optional, but very helpful). For Low Rent Housing (LRH) properties, please see specific instructions later.

   d. Each group of survey forms should be labeled with the Table, the name of the property claimed, and the number of eligible students presented for review (even if it is different from what you claimed in your application).

   e. If more than 50 survey forms are presented in any one property, put them in groups of fifty.

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2. Membership on the count date.

Membership is often the same as enrollment. Please provide official documentation of the number of students enrolled on the day of the survey as claimed in your application. We also need this documentation for the survey date of your previous year's application. Students entering your district or sent to another district on a tuition basis must be identified by name.

3. Final ADA for the school year.

Provide official reports indicating the final ADA for the year being reviewed and for the previous year as well.

4. Board resolution.

Provide access to board minutes naming the authorized representative for P.L. 81-874.

5. Total current expenditures (TCE).

Provide a copy of an official financial report or audit (or budget document if final data is unavailable).

6. Miscellaneous but important information.

a. Check to see that all survey forms are signed and dated by a parent. School employees' signatures are not acceptable in lieu of parental signatures.

b. If you claim handicapped students in Table 1 or Table 2, provide access to each child's IEP. All handicapped students claimed must meet the criteria for placement as outlined in P.L. 94-142.

c. If you claim students living on Indian land (or native land in Alaska), you must obtain supporting data certifying that the land claimed is held in trust, or if held by individual Indians or Indian tribes that the land is subject to restrictions on alienation. It is not uncommon for parts of the land on Indian reservations to be deeded and on the tax rolls. Also, you must provide evidence that you are implementing the board approved Indian policies and procedures required since 1979. Present a current copy of the board policies, letters to Indian parents, board agenda, board minutes, etc.
(See attached draft Field Review form.)

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d. If you claim students living in eligible low rent housing projects, you must obtain the following supporting data from your local housing authority: 1.) HUD project number, project name and address; 2.) legislation under which the project was assisted and/or funded (such as Housing Act of 1937); 3.) an official list of current addresses in each project. LRH survey forms should then be organized by project, and within projects by street address in the same order as the official list of project addresses.

e. If you claim parents who were employed in agricultural activities or logging on federal property, it is necessary to obtain verification that the parent was actually working on that property at least 50% of the total days he worked from July 1 to the day of the survey.

f. If you claim parents employed on public domain or similar Federal property, you must present leases or other appropriate documentation from the agency having jurisdiction over the land.

g. Parents who are claimed as military (uniformed services) must have been on active duty on the day of the survey in the Army, Navy, Marines, Air Force, or Coast Guard, or serve as officers in the Public Health Service or NOAA. They must provide their name, rank, and branch of service. In addition Accredited Foreign Military Offers and Government Officials are elible. National Guard, reserves (unless active on the survey date), retired military are not eligible.

Although this appears to be a time-consuming process, advance preparation will speed the review itself and eliminate the need for clearing up information once the on-site review is completed. I also make every effort to provide technical assistance during my visit at your school district. Thank you in advance for your assistance.

Sincerely,

Program Officer
(202) 260-xxxx

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Dear : Reference: XX-XX-98-E-XXXX

This is a request for your cooperation in a mail-in review. It is based on your survey taken during the 1996-97 school year, for payment in Fiscal Year 1998 (School Year 1997-98) . Your response will enable us to make a recommendation for a final payment. It will be necessary for you to forward the following documents: **DO NOT SEND ORIGINALS**.

1. Parent/Pupil Survey Forms

   a. Group survey forms or source check forms by table and by property claimed as they are listed in your application.

   b. Each group of forms should be labeled with the table, name of property and number of forms.

2. Membership as of the Survey Date (School Year 1996-97)

   a. Please submit official documentation of the total number of students enrolled as of the survey date, by grade level, for the year under review. Include tuition-out pupils. Exclude tuition-in pupils.

   b. Additionally, submit documentation for the total number of students enrolled as of the survey date for the preceding year (School Year 1995-96).

   c. If you listed pupils in Table 6 for whom you either paid or received tuition, provide the name, grade level and attendance center of each pupil in these categories.

3. Final ADA

   Official documentation indicating the final average daily attendance for the preceding year (School Year 1995-96). Include the ADA for tuition-out pupils. Exclude the ADA for tuition-in pupils.

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600 INDEPENDENCE AVENUE, S.W. WASHINGTON, D.C. 20202-6244
"Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation."

4. Children with Disabilities

If claiming children with disabilities submit cover page of current IEP, and/or certified list of pupils with verification from an authorized official. Pupils must be in a State approved program on the survey date. Complete Form S4-A (Worksheet enclosed)

5. Indian Children

If claiming children residing on Indian lands, submit current Indian Policies and Procedure Worksheet (IPP). (Worksheet enclosed)

Please submit the requested information within 30 calendar days from receipt of this letter. If you have questions, please contact me at (202) 260-XXXX.

Sincerely,

Program Officer
Impact Aid Program

Enclosures: S4-A
IPP

cc: SEA

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ADMINISTRATIVE REVIEW

SECTION 8002

TITLE VIII SECTION 8002

EXHIBIT A: Detailed Property Acquisition Data For: _____ (Federal Property)

School Dist. _____ APPLICANT NUMBER

The following information is provided to substantiate the claim for the school named above for funding in accordance with provisions of Title VIII, Section 8002 for Federal Fiscal year:____(School Year 199_____–_____)
List in column A all federally owned real property acquired since 1938, even if ineligible. GROUP EACH YEAR OF FEDERAL ACQUISITION (COLUMN A) SEPARATELY. Indicate in COLUMN I property that is ineligible and the reason.

I = Improvement; L = Land

(A) Date or Year of Federal Acquisition	(B) Previous Owner	(C) No. Acres Federal Acq.	(D) Land Description Sect/Twp/Rge	(E) Tax Book and Page	(F) Fed. Tract No. (if any)		(G) Assessed Value for tax purposes at time of Fed. acquisition (eligible Fed. property only – list no assessed value for property that was tax – exempt at time of acquisition)	Total	(H) Classification of land at time of acquisition	(I) Remarks
						I				
						L				
						I				
						L				
						I				
						L				
						I				
						L				
						I				
						L				
						I				
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						L				
						I				
						L				
						I				
						L				

Approved _____ Date _____

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TITLE VIII SECTION 8002
EXHIBIT B: Detailed Property Acquisition Data by Year

School Dist. _____ County _____ APPLICANT NUMBER

Note: Include only ELIGIBLE Federal property on this form. Column (D) **includes** the assessed value of the federally acquired property for that year or for the year listed in Column A.

(A) Date or Year of Federal Acquisition	(B) Number of Acres Acquired by the Federal Gov't since 1938 (Eligible Federal property only)	(C) Assessed Valuation at time of acquisition of property by the Federal Government	(D) Assessed Valuation of ALL REAL PROPERTY in school district for the year in which property was acquired	(E) Percent Acquired property was of ALL REAL PROPERTY in school district at time of acquisition (C) divided by (D)	(F) Remarks
TOTALS					

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IMPACT AID

PROGRAM STAFF

Impact Aid Program Staff

Catherine Schagh, Director 4208 260-3858
Bruce Reinhart 4207 260-2366
Carroll Dexter 4205 260-2056

ED Information 708-5366
IAP FAX Number 205-0088

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Robert Bailey 4204C 260-2034
Jacqueline Bass 4208B 260-1546
Betty Brookins 4205A 260-2421
Prince Floyd 4215C 260-1987
Marilyn Galvin 4210 260-2314
Joan Hearns 4209 260-2274
Jean Henry 4209B 260-2410
Diane Okstulski 4214C 260-2430
Gregg Spencer 4206 260-2312
Connie Spriggs 4208C 260-2028
Dorris Thurmond 4209D 260-1890
Jackie Walston 4205D 260-2416
Cynthia Yancey 4216A 260-2372

Regional Team #1 (CT, MA, ME, NH, NY, RI, VT)

Robert Pallone 4518 260-2124
Elizabeth Whitehorn .. 4519B 260-1742

Regional Team #2 (DC, DE, MD, NJ, OH, PA)

Sharon Spann 602C 260-2284

Regional Team #3 (KY, NC, SC, TN, VA, WV)

Peter Fusscas 604C 260-2151
Amelia Parham 604A 260-2299

Regional Team #4 (AL, AR, GA, LA, MS)

Nellie Gruhlke 4101D 260-2409
Jean McEachin 4102E 260-2184
Dorothea Perkins 4102. 260-2018

Regional Team #5 (IA, MI, MN, ND, SD, WI)

Veronica Edwards ... 4504D 260-2403
Anna Johnson 4502 260-2304

Regional Team #6 (IL, IN, KS, MO, NE, OK)

Lloyd Matthews 4301C 260-1608
Joyce McKinley 4310B 260-2227
Arnett Smith 4309 260-2399

Regional Team #7 (AZ, CO, NV, NM, TX, UT)

Leanna Allen 4406F 260-2329
Barbara Chase 4402C 260-2283
Tawana Hughes 4402E 260-2313
Veronce Washington ... 4408F 260-2359

Regional Team #8 (AK, ID, OR, MT, WA, WY)

Nanette Dunham 4307C 260-2206
Shirley Jones 4204A 260-3893
William McCoy 4217E 260-2336
David Morris 4216C 260-2413
Harris Taylor 4203 260-2143
Curtis Van Horn 4204 260-2006

Regional Team #9 (CA, HI)

Theodore Parker 4201 260-1984
Kerry Wingell 4202A 260-2201

Regional Team #10 (FL, PR, VI)

Lenora Smith 4517 260-2316

11/1/96

Project Analyst and Program Officers Per State

	State Name	*Analyst/Officer*
10	**Alabama**	Perkins/Grunhlke
11	**Alaska**	Van Horn
12	**Arizona**	Washington (0007-2203)
12	**Arizona**	Allen (2302-END)
13	**Arkansas**	Gruhlke/Perkins
14	**California**	Parker
14	**California**	Wingell (1100-END)
15	**Colorado**	Allen
16	**Connecticut**	Whitehorn
17	**Delaware**	Spann
18	**District of Columbia**	Spann
19	**Florida**	Smith
20	**Georgia**	Perkins/Gruhlke
21	**Hawaii**	Parker
22	**Idaho**	Morris
23	**Illinois**	McKinley
24	**Indiana**	Smith
25	**Iowa**	Edwards/Johnson
26	**Kansas**	McKinley
27	**Kentucky**	Fusscas/Parham
28	**Louisana**	Gruhlke/Perkins
29	**Maine**	Pallone
30	**Maryland**	Spann
31	**Massachusetts**	Pallone
32	**Michigan**	Johnson/Edwards
33	**Minnesota**	Edwards/Johnson
34	**Mississippi**	Gruhlke/Perkins
35	**Missouri**	Matthews
36	**Montana**	McCoy
37	**Nebraska**	McKinley
38	**Nevada**	Hughes
39	**New Hampshire**	Whitehorn
40	**New Jersey**	Spann
41	**New Mexico**	Washington
42	**New York**	Pallone
43	**North Carolina**	Fusscas/Parham
44	**North Dakota**	Johnson/Edwards
45	**Ohio**	Spann
46	**Oklahoma**	McKinley
47	**Oregon**	Taylor
48	**Pennsylvania**	Spann
49	**Rhode Island**	Pallone
50	**South Carolina**	Parham/Fusscas
51	**South Dakota**	Johnson/Edwards
52	**Tennessee**	Parham/Fusscas
53	**Texas**	Chase (0002-0401)
53	**Texas**	Hughes (0409-END)
54	**Utah**	Chase
55	**Vermont**	Whitehorn
56	**Virginia**	Fusscas/Parham
57	**Washington**	Taylor
58	**West Virginia**	Parham/Fusscas
59	**Wisconsin**	Edwards/Johnson
60	**Wyoming**	McCoy
64	**Puerto Rico**	Smith
66	**Virgin Islands**	Smith

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NOTES